

ISTEP+ Social Studies Sample Items (Grades 5 and 7)
(Beginning in Spring 2009)

1. Grade 5 Multiple Choice Item (Standard 3)

Which of these regions of the United States has a climate best described as warm and rainy?

- A. Southwest
- B. Southeast
- C. Midwest
- D. Northeast

2. Grade 5 Constructed Response Item (Standard 1)

The Lost Colony

- 1585 First English people come to Roanoke Island to start a settlement.
- 1585 Unprepared to farm, the colonists face hunger and hardship and return to England.
- 1586 Colonists are sent again to Roanoke. They build a fort and begin to plant crops. Their leader, John White, returns to England for more food and supplies.
- 1590 White is delayed because of a war. When he returns, the colonists and their houses are gone. A carving on a post says CROATOAN, the name of the island south of Roanoke. White isn't able to travel to the island, and the colonists are never found.

Describe ONE way the second group of colonists at Roanoke was better prepared to create a lasting settlement in the Americas than the first group.

Give ONE explanation of what MOST LIKELY could have happened to the "lost colony."

3. Grade 5 Extended Response Item (Standard 4)

**Some Natural Resources of the
East Coast of North America**

rich soil available land wildlife sea life forests fresh water minerals such as iron

Many people from Europe came to North America during the 1600s and 1700s to explore the land and make money. Using information from the chart above and your own knowledge, describe TWO ways people could use the natural resources in North America to make money.

It was a difficult task to travel to North America and make a profit. Describe TWO challenges people faced when trying to make money in North America.

4. Grade 7 Multiple Choice Item (Standard 3)

Which of the following MOST LIKELY has an ecosystem featuring conifers, lichens, and deer?

- A. Sahara Desert
- B. Indus River Delta
- C. Great Barrier Reef
- D. Himalayan Mountains

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5. Grade 7 Constructed Response Item (Standard 4)

Describe TWO ways international trade benefits individuals living in different countries.

6. Grade 7 Extended Response Item (Standard 1)

Describe and explain the significance of ancient Egyptian achievements in two of the following areas: Art, Architecture, Government, Religion

Area: _____

Achievement: _____

Significance: _____

Area: _____

Achievement: _____

Significance: _____

Item Sampler Answer Key

1. Grade 5 Multiple Choice Item

B. Southeast

2. Grade 5 Constructed Response Item

Key Element(s):

Way the second group of settlers were more prepared (any one of the following):

- They built a fort.
- They planted crops.
- They were more self-reliant than the first group.

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- They built structures to protect themselves from hardships due to weather.
- They were willing to work hard in order to survive.
- Other reasonable response

What could have happened to the "lost colony" (any one of the following):

- started a settlement on the island named Croatoan
- became a part of the Native American Indian tribe living on Croatoan
- died due to a severe food shortage
- attacked by Native American Indians
- killed by a natural disaster
- died due to disease/illnesses
- drowned going to the next island
- Other reasonable response

2 points
One key element for both parts
1 point
One key element for only one part
0 points
No key elements

3. Grade 5 Extended Response Item

Key Element(s):

Two ways people could use natural resources of North America to make money (any two of the following):

- They could hunt wildlife that could be sold in Europe.
- They could grow and sell crops.
- They could fish.
- They could catch beavers/engage in fur trade.
- They could cut down trees for lumber.
- They could use trees to build ships.

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- They could hunt whales for whale oil.
- They could mine for minerals.
- Other reasonable response

Challenges faced by those who came to North America to make money (any two of the following):

- They needed money in order to take the trip.
- They had to make a long and dangerous voyage to North America.
- They needed to make sure they had enough supplies.
- They had to learn how to trade/communicate with Native American Indians.
- They were not used to the terrain.
- It was difficult to get goods to seaports for shipping back to Europe.
- It was difficult to find ways to get goods back to Europe.
- They had to figure out how they were going to sell their goods in Europe.
- Other reasonable response

4 points Two key elements for Part 1 and two key elements for Part 2
3 points Two key elements for Part 1 and one key element for Part 2 OR One key element form Part 1 and two key elements for Part 2
2 points Two key elements for Part 1 OR one key element for Part 1 and one key element for Part 2 OR Two key elements for Part 2
1 point One key element for Part 1 OR One key element for Part 2
0 points No key elements

4. Grade 7 Multiple Choice Item

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D. Himalayan Mountains

5. Grade 7 Constructed Response Item

Key Element(s): (any two of the following)

- There is a greater variety of goods available in stores
- Diets become more varied
- Goods cost less, so people can buy more
- Wages increase
- Other reasonable response

2 points Two key elements
1 point One key element
0 points No key elements

6. Grade 7 Extended Response Item

Key Element(s): (one achievement and one significance from two of the following areas)

Art

Achievement:

- Paintings and/or drawings
- Artistic expression through architecture
- Sculptures
- Metalwork (jewelry)
- Other reasonable response

Significance:

- Drawings (tomb, temple, wall, and pillar) represented everyday life/real things
- Offered instructions to the deceased as to what they would need on their way to eternal life
- Offered help to spiritual self to solve problems related to life after death
- Human and godlike characteristics and symbols were often combined
- Other reasonable response

Architecture

Achievement:

- Pyramids
- Temples

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- Tombs
- Other reasonable response

Significance:

- Building (of pyramids, temples, and tombs) was done without mortar (and was based on perpendicular structures and inclined planes)
- The square and the plumb-line were very important tools
- Pyramid ensured king's (pharaoh's) union with the gods
- Associated architecture with religion
- Other reasonable response

Government

Achievement:

- Structure of Government established
- Theocracy
- Delegated (administrative) responsibility
- Other reasonable response

Significance:

- King (Pharaoh) was absolute monarch
- King (Pharaoh) was both the head of government and religion
- King (Pharaoh) had limitless control over people
- Structure of organized political system
- Improved government efficiency
- Other reasonable response

Religion

Achievement:

- Detailed description of afterlife and how to prepare for it
- Mummification
- Developed monotheistic system
- Other reasonable response

Significance:

- Preserved the body for the afterlife
- King (Pharaoh) was believed to be a living god
- One of earliest known monotheistic system
- Other reasonable response

4 points
One achievement and significance from two of the areas
3 points
One achievement and significance from one area and either one achievement or one significance from another area

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2 points One achievement and significance from one area OR One achievement or one significance from one area and one achievement or one significance from another area
1 point One achievement from one area OR One significance from one area
0 points No key elements